DOCUMENT RESUME

ED 248 711 FL 014 567

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TITLE Comparison of Grammatical Errors of Developmental English and ESL Advanced Level Students.
PUB DATE [84]
NOTE 31p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Students; Comparative Analysis; Computer Assisted Testing; *English (Second Language); *English Instruction; Error Analysis (Language); *Error Patterns; Form Classes (Languages); *Grammar; Higher Education; Nonstandard Dialects; *Remedial Instruction; *Second Language Learning; *Tenses (Grammar)

ABSTRACT

The results of a study assessing the grammatical instruction needs of developmental English students and students of advanced English as a second language (ESL) at the University of Louisiana are reported. Faculty hypothesized that developmental English and freshman ESL students made many similar grammatical errors, and to test this hypothesis, a computer assisted test containing 32 multiple choice problems testing verb tense and subject-verb agreement was given to 113 developmental English students and 106 ESL students. Comparison of the groups' results showed many of the same errors being made and the same answers given by approximately equal numbers from each group. A second test administration at the semester's end showed that many of the common errors were corrected by both groups of students. It is concluded that both groups of students have the same needs in these areas and that texts with similar content could be used satisfactorily with both groups. Further investigation of grammatical areas in which the groups' needs may be similar and instructional materials can be used in common is recommended. (MSE)

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Comparison of Grammatical Errors of Developmental English and ESL Advanced Level Students

Julie S. Amberg

This paper reports the results of a study conducted to assess grammatical needs of developmental English and advanced ESL students. Faculty members of the English for Speakers of Other Languages Program (ESOL) and the Developmental English Program at the University of Louisiana hypothesized that developmental English and ESL freshman level students made many of the same grammatical errors. In order to test this hypothesis, it was decided to write a series of computerassisted tests (CATs) for both groups of students. The first CAT contained thirty-two multiple choice problems testing verb tense and subjectverb agreement. The test was given to 113 Developmental English students and 106 ESOL students. When the CAT answers of both groups of students were compared, it was found that Developmental English and ESOL students made many of the same errors and that, on those errors, approximately the same number of students from each group chose the same answer. When the test was administered a second time at the end of the semester, many of the common errors between the two groups had been corrected. Results show that when most of the common errors were corrected, they were corrected by both groups of students. This paper will report in detail the results of the two tests and will discuss what implications can be drawn from the results.

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Research has shown that developmental English and advanced ESL freshman composition classes have similar goals in that they want to prepare students to think and write clearly in English, and to prepare them for other university courses (Van Schaik,1978, Zamel,1976). Perhaps because of these similar goals, many university developmental English and advanced ESL composition classes now use textbooks which have similar, if not the same, content (Van Schaik,1978).Can textbooks with the same content be used satisfactorily in both advanced ESL and developmental English courses? In order to answer this question, the needs of ESL and developmental English students should be determined. One way to determine the needs of these students is to discover which parts of English pose the most problems for each student group. At the University of Louisiana (UL) a study was conducted which was designed to assess the grammatical needs of advanced ESL and developmental English students. It had been hypothesized that both groups of students made many of the same grammatical errors. In order to test this hypothesis, a study was conducted to determine which grammatical errors both groups of students made. It was decided to write a series of computerassisted tests to be given to both groups of students. Each test would test some of the most commonly found grammatical errors in students' writing at this level. Developmental English and English as a Second Language (ESOL) instructors reported the most pervasive errors found

in students' writing were subjectverb agreement errors and, what were later called, verb errors. Thus, the first computerassisted test was written testing these two grammar areas.

Test Format

The test was written using a multiple choice question format in order to simplify computer programming and to make it easy for the students to run the program. A total of thirtytwo problems were written for the test: eight testing subjectverb agreement, and twentyfour testing verb errors. Each problem on the test was really a sentence which was either correct, or contained one of the aforementioned errors. The student had a choice of three answers: a., b., or c. Answer a. for every problem was the word "Correct," and b. and c. were two different answer choices. After writing the test, it was run on the Honeywell Multics System at UL. However, before making it accessible to all ESOL and developmental English students, it was decided to test the validity of the problems so that inappropriate sentences could be deleted. We also wanted to have a small test group in order to obtain preliminary results which would either support or contradict our hypothesis. Thus, the test was given in printed form in the classroom during the second week of the semester to 113 Developmental English 90 students and 106 advanced ESOL 90 students. All students who took the test recorded their answers on a Scan-Tron answer sheet. The answer sheets were then run through the computer and the test scores were recorded for the ESOL and English groups. The percentage of students in each group who answered each problem correctly and incorrectly was recorded. It was considered that the group

(English or ESOL) as a whole got the answer wrong if less than 50% of the students chose the correct answer, and conversely, if more than 50% of the students in a group chose the correct answer, it was considered that the group as a whole got the problem correct.

Subjects

Developmental English 90

At UL every native American student who received a score of 14 or below on the ACT test must take Developmental English 90. English 90 is a reading and writing course which meets one hour a day, five days a week. The reading selections are examples of the expository styles taught in the composition part of the course. The composition component covers sentence, paragraph, and essay development using different expository styles such as comparison and contrast, cause and effect, and so on.

Advanced ESOL 90

Foreign students are admitted to UL if they have a TOEFL test score of 400 or above. All foreign students upon entering the University must take the Michigan Placement Test in order to be placed in the ESOL program. If students received a score between 66 and 75 on the Michigan Test, they are placed in ESOL 90. ESOL 90 is a reading and writing course which meets one hour a day, five days a week. The reading selections are usually examples of expository styles taught in the composition part of the course. Sentence and paragraph development is taught in the course, as well as composition using various expository styles such as comparison and contrast, cause and effect, and so on. In comparing English 90 and ESOL 90

at UL, we see that the content of the two courses is very similar. The same grammar is covered in both courses and the sentence and paragraph development in both is also the same. Teachers of the Developmental English 90 and ESOL 90 courses were not asked their goals for the courses, but since all of the students must move ahead to the 101 level, it can be assumed that one common goal of the two courses is to prepare students for work at the next level. Since both courses concentrate on grammar and composition, it may be assumed that another common goal for both is to prepare the students to think and write clearly in English. Since the two courses had very similar content and goals, we felt justified in conducting research to determine if the needs of both groups of students were also similar.

Results

There were twentythree problems which both the Developmental English and ESOL groups answered incorrectly on the test, that is, less than 50% of each group chose the correct answer. In order to facilitate analysis of these problems, they have been divided up according to which error group they fall into. As mentioned previously, the two groups of errors on the test were subjectverb agreement errors and verb errors. The verb error group was divided into three subgroups: verb choice, verb tense, and unconjugated forms. Looking at the twentythree problems which both groups answered incorrectly, it is seen that there is a mixture of grammatical errors: both groups had five subjectverb agreement problems wrong, two verb choice

problems wrong, four unconjugated form problems wrong, and twelve verb tense problems wrong.

In Table 1 are the subjectverb agreement problems which both groups answered incorrectly. Since on all of these subjectverb agreement problems the percentages of wrong answers were high in both groups, we decided to look at which wrong answers had been chosen, and if one wrong answer choice had been favored over another. For each problem we calculated the percentages of students choosing each incorrect answer. It was found that on all of these subjectverb agreement problems over 50% of English students who chose an incorrect answer chose answer a. "Correct", thus implying that they believed there were no errors in these sentences. The ESOL students who chose wrong answers were almost evenly divided between the two wrong answer choices.

All of the four unconjugated form problems on the test were answered incorrectly by the English and ESOL groups (see table 2). Very high percentages, usually over 80% of both groups, chose wrong answers on these problems. When we looked to see if one wrong answer had been favored over another, we saw that on every problem majorities of English and ESOL students chose answer a. "Correct." This would mean that both groups thought that the unconjugated form "be" was a correct grammatical form and therefore, should remain in the sentences.

In Table 2 are also listed the verb choice problems which the English and ESOL groups answered incorrectly: numbers 3 and 4. The lowest percentages of incorrect answers of both groups out of all problems answered incorrectly on the test were recorded for

problem number 3: 58.4% and 51.4% for English and ESOL respectively. Instead, on number 4, there are very high percentages of wrong answers: 90.17% for English and 96.0% for ESOL. Looking to see if a wrong answer was favored, we found that over 70% of students from both groups who chose a wrong answer, chose answer c. The answer at letter c. is the word "be". Number 4 shows again that both groups of students thought the unconjugated form "be" was a correct grammatical form, because not only did the majority accept it as being correct in the four unconjugated form sentences above, but they also chose it as a correct form to be inserted in sentence number 4.

The remaining eleven problems which were answered incorrectly by more than 50% of each group were from the verb tense group. In analyzing these problems, it is seen that three of them tested knowledge of the continuous tenses; two, the present perfect tense; three, the simple past tense; three,the future tense; and one, the simple present tense. The percentages of incorrect answers of the English and ESOL groups for these problems are listed in Table 3. On many of these problems there are very similar percentages of wrong answers between the two groups. Looking in particular at the simple present tense problem, number 5, we see very high percentages of wrong answers reported: 98.2% and 98.1% for English and ESOL respectively. Over 87% of students from both groups who chose wrong answers chose answer b. "is walking".

In Table 4 are listed the three problems the ESOL group answered correctly and English did not. Two of the problems were testing subjectverb agreement and the other one was a verb tense

problem. A high percentage of English students answered the verb tense problem incorrectly: 80.58%. When looking at which wrong answer they chose, we see that over 50% of them chose the answer a. "Correct."

In Table 5 are the problems which the English group answered correctly and the ESOL group did not. These were all verb tense problems except for number 15, a subjectverb agreement problem. A very high percentage of ESOL students, 98.1%, answered number 15 incorrectly and of this 98.1% who answered incorrectly, 83% chose answer c."is being".

In Table 6 are summarized the problem areas for both English and ESOL students. These are reported as number of incorrect problems in relation to the total number of that type of problem on the test. Out of a total of nine types of problems included on the test, the ESOL and English groups had the same score in six different areas. These areas include verb choice, unconjugated forms, simple past tense, future tense, present perfect tense, and simple past tense. English and ESOL groups also reported similar scores for the subjectverb agreement problems. The English group had a total of twentysix incorrect problems on the test, and the ESOL group had a total of twentyseven incorrect problems.

In comparing these test scores, it is seen that English 90 and ESOL 90 students made many of the same grammatical errors. This seemed to support our original hypothesis. We then wondered what would happen after both groups of students went through the English 90 and ESOL 90 courses and then took the test again. Would both groups of students improve? If yes, in what areas? Would they improve on the same type of problems? We hoped to find the answers to some

of these questions and so the test was given again at the end of the semester during the fourteenth week of class, one week before the courses were over.

Results of the Second Test

Both groups of students improved the second time the test was taken. There were sixteen problems answered correctly by both the English and ESOL groups, which is exactly 50% of the problems. This is in contrast to only one problem being answered correctly by both groups the first time. Out of the sixteen problems, six were subjectverb agreement, eight were verb tense, and one was an unconjugated form problem. Four of the six subjectverb agreement problems were ones which had been answered incorrectly by both groups the first time the test was taken. These are listed in Table 7.

Out of the eight verb tense problems answered correctly the second time, three were problems which both groups had gotten wrong the first time. These are shown in Table 8. Numbers 18 and 23 tested knowledge of the continuous tenses. On number 18 about the same percentages of both groups went from choosing a wrong answer the first time, to choosing the correct answer the second. On number 23 a little more than 60% of both groups chose the wrong answer the first time, and although both groups got it right the second, the English students seemed surer of the correct answer with 87.6% answering it correctly. The third verb tense problem that both groups answered correctly was number 20. A little more than 70% of each group got this one right. In Table 8 are also the verb choice and unconjugated form problems which both groups improved upon. About

the same percentages of both groups went from choosing an incorrect answer to choosing the correct one on the verb choice problem number 3, and high percentages of both groups went from choosing a wrong answer to choosing the correct one on the unconjugated form problem.

There were eight problems which were answered incorrectly by both the English and ESOL groups the second time the test was taken. This was a big improvement since there were twentythree answered incorrectly the first time by both groups. Seven out of these eight problems were "repeats", that is, they had been answered incorrectly by both groups also the first time the test was taken. In Table 9 are the seven "repeats" which include six verb tense problems and one unconjugated form problem. Looking at the verb tense problems, and specifically numbers 9 and 14, it is seen that the percentages of wrong answers were high for both groups both the first and second times the test was taken. No wrong answer was favored over another by either group. On the verb tense problems which were answered incorrectly, it can be seen that percentages of wrong answers between the two groups are very similar and that not much change is seen in percentages between the first and second times the test was taken.

In Table 10 are summarized the common verb tense errors of the English and ESOL groups the second time the test was taken. The problems listed under the four verb tense headings are "repeats" for both groups. Similar percentages on these problems between the two groups can be observed.

In Table 11 are listed the three problems the English group

answered correctly and the ESOL group did not. These were one subject-verb agreement problem and two unconjugated form problems. The subject-verb agreement problem, number 15, was a repeat error for ESOL. 98.1% of ESOL students had answered it incorrectly the first time. The second time their score improved, but still 53.7% of students chose a wrong answer. 52.8% of this chose answer c., showing again that this was the preferred answer choice both the first and second times the test was taken. The English group improved dramatically on these two unconjugated form problems going from 85.8% and 87.6% of incorrect answers the first time to 59.0% and 80.0% of correct answers respectively the second time.

The problems which the ESOL group answered correctly and the English group did not the second time the test was taken are in Table 12. All of these problems were ones that both groups answered incorrectly the first time. English did not have significantly high percentages of wrong answers on these the second time, except for problem number 5, the simple present tense problem. 80.5% of English students answered this incorrectly and again, the majority of them (over 76%) chose answer b. as the correct answer.

A summary of problem areas for both groups after the second time the test was taken is in Table 13. Out of a total of nine types of problems on the test, the English and ESOL groups had the same number wrong in three verb areas which included the continuous tenses, the simple past tense, and the modal "can" problem. English and ESOL also had the same number wrong of subjectverb agreement problems.

In Table 14 is a comparison of the number and type of errors students made both times the test was taken. It can be seen that both groups of students improved their scores on the second test. Whereas the English group had answered twentysix out of thirtytwo problems

on the test incorrectly the first time, the second time they took the test they had only thirteen problems wrong. The ESOL group had answered twenty-seven problems incorrectly the first time, and the second time they improved by getting only eleven problems wrong. Both groups had done poorly on the subjectverb agreement problems the first time the test was taken. Both groups improved the most in this area the second time with each group only getting one wrong out of eight total problems. The ESOL students improved on the verb choice problems, answering all of them correctly the second time, and the English group also improved answering only one out of three total questions incorrectly. In the verb tense group we see that both groups improved on the continuous tense and simple past tense problems, each answering one out of five continuous tense problems incorrectly and two out of five simple past tense problems incorrectly. We found that ESOL and English groups had answered the same problems incorrectly in both of these areas the first and second times the test was taken. The continuous tense problem was number 14:

14. He run down the hill.

a. Correct b. was running c. running

The majority of English and ESOL students chose the answer "running". This was the only problem on the test which tested the past continuous tense, and therefore, it is not clear whether it was the fact that it was the past continuous or some other reason, why both groups answered this problem incorrectly both times. The two simple past tense problems that English and ESOL got wrong both times were numbers 30 and 32:

30. Taken by surprise, I hit the back of the car.

a. Correct b. hits c. be hitting

32. Before the price increases, we always buy imported coffee.

a. Correct b. bought c. have bought

Number 30 was a correct sentence and so the students needed to choose answer a. "Correct" in order to get it right. Both English and ESOL students who answered incorrectly were almost evenly divided between the two wrong answers. Also on number 32, students did not favor a wrong answer. One possible reason why both groups of students answered these simple past tense problems incorrectly both times is that each sentence begins with a grammatical element which is not the subject of the sentence. Number 30 begins with a participle phrase and number 32 begins with an adverbial phrase. This possibly could have made these sentences more difficult for the students to understand and decide on appropriate grammatical structures.

The English group did not improve in three areas: the future tense, present perfect tense, and simple past tense. The ESOL group improved in these areas, although they still answered two out of three future problems and one out of two present perfect tense problems incorrectly. Both English and ESOL answered incorrectly the problem where knowledge of the modal "can" was required.

After comparing the test results of the two groups, we see that ESOL and Developmental English students made errors in the same grammatical areas. It is also seen from the results of the second test, that both groups improved in many of the same areas. If Developmental English and advanced ESL students err on the same types of grammatical problems and then improve on the same types, we can conclude that they have the same needs in these areas, and thus, textbooks with similar or the same content could be used satisfactorily

in Developmental English and advanced ESL courses. It must be remembered, however, that this study only tested two grammatical areas: subjectverb agreement and verb errors. More studies need to be conducted which will assess the needs of developmental English and advanced ESL students in other areas of grammar, as well as in writing development. If it is shown that advanced ESL and developmental English students have the same needs in many areas, then, perhaps, not just the same materials, but also the same methods could be used in both courses.

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Table 1

Percentages of incorrect answers for English and ESOL (first test: subject-verb agreement problems)

2. It <u>are</u> my book.

a. Correct b. be c. is

English: 97.3% incorrect (83.6% chose answer a.)
ESOL: 90.5% incorrect

7. She <u>go</u> to school.

a. Correct b. goes c. gone

English: 92.0% incorrect (98.0% chose answer a.)
ESOL: 80.9% incorrect

11. I <u>likes</u> ice cream.

a. Correct b. liking c. like

English: 66.6% incorrect (72.2% chose answer a.)
ESOL: 66.9% incorrect

17. I <u>is</u> going to the airport.

a. Correct b. have c. am

English: 82.75% incorrect (87.5% chose answer a.)
ESOL: 54.0% incorrect

24. It <u>don't</u> smell too bad.

a. Correct b. isn't c. doesn't

English: 79.8% incorrect (93.6% chose answer a.)
ESOL: 59.0% incorrect

Table 2

Percentages of incorrect answers for English and ESOL (first test: unconjugated form problems)

1. Be you the instructor?

a. Correct b. Is c. Are

English: 85.8% incorrect (89.6% chose answer a.)
ESOL: 95.0% incorrect (92.2% chose answer a.)

6. I be a student.

a. Correct b. am c. is

English: 87.6% incorrect (52.5% chose answer a.)
ESOL: 93.39% incorrect (51.3% chose answer a.)

26. He be my brother.

a. Correct b. are c. is

English: 73.8% incorrect (89.0% chose answer a.)
ESOL: 81.98% incorrect (82.4% chose answer a.)

29. Running into the office, I be seen the instructor grading my paper.

a. Correct b. seen c. saw

English: 71.9% incorrect (52.4% chose answer a.)
ESOL: 66.1% incorrect (53.0% chose answer a.)

Percentages of incorrect answers for English and ESOL (first test: verb choice problems)

3. Is you help me?

a. Correct b. Am c. Can

English: 58.4% incorrect
ESOL: 51.4% incorrect

4. She do a beautiful girl.

a. Correct b. is c. be

English: 90.17% incorrect (83.1% chose answer c.)
ESOL: 96.0% incorrect (73.5% chose answer c.

Table 3

Percentages of incorrect answers for English and ESOL(first test: verb tense problems)

Continuous Tense Problems

English	ESOL
14. 73.45% incorrect	14. 96.2% incorrect
18. 85.4% incorrect	18. 66.98% incorrect
23. 64.54% incorrect	23. 61.9% incorrect

Present Perfect Tense Problems

English	ESOL
9. 89.38% incorrect	9. 94.3% incorrect
16. 67.3% incorrect	16. 66.0% incorrect

Simple Past Tense Problems

English	ESOL
20. 69.0% incorrect	20. 86.79% incorrect
30. 70.3% incorrect	30. 64.64% incorrect
32. 63.7% incorrect	32. 65.6% incorrect

Future Tense Problems

English	ESOL
25. 61.9% incorrect	25. 50.47% incorrect
27. 87.6% incorrect	27. 66.98% incorrect
31. 69.56% incorrect	31. 67.34% incorrect

Simple Present Tense Problem

English	ESOL
5. 98.2% incorrect (89.1% chose answer b.)	5. 98.1% incorrect (97.1% chose answer b.)

Table 4

Problems which the ESOL group answered correctly and the English group did not (first test)

Verb Tense

13. I maked the mess.

a. Correct b. made c. making

English: 80.58% incorrect (60.2% chose answer a.)
ESOL: 46.3% incorrect

Subject-verb Agreement

19. Driving a car with no brakes is dangerous.

a. Correct b. be c. can

English: 82.3% incorrect
ESOL: 29.0% incorrect

22. Am he eating with us tonight?

a. Correct b. Are c. Is

English: 76.57% incorrect
ESOL: 43.0% incorrect

Table 5

Problems which the English group answered correctly and the ESOL group did not (first test)

Verb Tense

8. Yesterday we fix dinner.

a. Correct b. fixing c. fixed

English: 26.55% incorrect
ESOL: 75.4% incorrect

12. Can you calling me on the phone?

a. Correct b. called c. call

English: 47.8% incorrect
ESOL: 51.0% incorrect

21. John, Sam, and Frank has been run for a year.

a. Correct b. have being run c. have been running

English: 22.8% incorrect
ESOL: 67.0% incorrect

33. She talked on the telephone right now.

a. Correct b. talks c. is talking

English: 47.8% incorrect
ESOL: 68.0% incorrect

Subject-verb Agreement

15. Swimming are fun.

a. Correct b. is c. is being

English: 23.1% incorrect
ESOL: 98.1% incorrect (83.0% chose answer c.)

Table 6

Summary of errors of English and ESOL groups (first test). Number of incorrect problems in relation to total number of that type of problem on test.

English		ESOL	
1. Subject-verb agreement	7/8	1. Subject-verb agreement	6/8
2. Verb Choice	2/3	2. Verb Choice	2/3
3. Unconjugated forms	4/4	3. Unconjugated forms	4/4
4. Verb Tense:		4. Verb Tense:	
Continuous tenses	3/5	Continuous tenses	5/5
Simple past tense	4/5	Simple past tense	4/5
Future tense	3/3	Future tense	3/3
Present perfect tense	2/2	Present perfect tense	2/2
Simple present tense	1/1	Simple present tense	1/1
		Modal "can"	1/1

Total number of problems on the test: 32

Total number of errors (English): 26

Total number of errors (ESOL): 27

Table 7

Percentages for problems which English and ESOL groups answered incorrectly the first time the test was taken and correctly the second time (subject-verb agreement) (FT=first time, ST=second time)

2. It <u>are</u> my book.

a. Correct	b. be	c. is
FT:		ST:
English:	97.3% incorrect	English: 75.2% correct
ESOL:	90.5% incorrect	ESOL: 56.6% correct

7. She <u>go</u> to school.

a. Correct	b. goes	c. gone
FT:		ST:
English:	92.0% incorrect	English: 76.99% correct
ESOL:	80.9% incorrect	ESOL: 63.1% correct

11. I <u>likes</u> ice cream.

a. Correct	b. liking	c. like
FT:		ST:
English:	66.6% incorrect	English: 57.5% correct
ESOL:	69.9% incorrect	ESOL: 62.2% correct

24. It <u>don't</u> smell too bad.

a. Correct	b. isn't	c. doesn't
FT:		ST:
English:	79.8% incorrect	English: 50.4% correct
ESOL:	59.0% incorrect	ESOL: 72.1% correct

Table 8

Percentages for problems which English and ESOL groups answered incorrectly the first time the test was taken and correctly the second time (FT=first time, ST=second time)

Verb Tense

18. He and I is go to a party.

a. Correct b. have going c. are going

FT:		ST:	
English:	85.8% incorrect	English:	85.8% correct
ESOL:	66.9% incorrect	ESOL:	62.2% correct

20. I will be finish the test.

a. Correct b. finished c. was finished

FT:		ST:	
English:	69.0% incorrect	English:	73.1% correct
ESOL:	86.79% incorrect	ESOL:	70.75% correct

23. Carla and David are plans to be married in June.

a. Correct b. plans c. are planning

FT:		ST:	
English:	65.54% incorrect	English:	87.6% correct
ESOL:	61.9% incorrect	ESOL:	51.8% correct

Verb Choice

3. Is you help me?

a. Correct b. Am c. Can

FT:		ST:	
English:	58.4% incorrect	English:	52.2% correct
ESOL:	51.4% incorrect	ESOL:	61.3% correct

Unconjugated Form

26. He be my brother.

a. Correct b. are c. is

FT:		ST:	
English:	73.8% incorrect	English:	83.1% correct
ESOL:	81.98% incorrect	ESOL:	95.2% correct

Table 9

Percentages for problems which were repeat errors for English and ESOL (FT= first time, ST=second time)

9. We seen that before.

a. Correct b. has seen c. saw

FT:		ST:	
English:	89.38% incorrect	English:	99.1% incorrect
ESOL:	94.3% incorrect	ESOL:	85.4% incorrect

14. He run down the hall.

a. Correct b. was running c. running

FT:		ST:	
English:	73.45% incorrect	English:	92.9% incorrect
ESOL:	96.2% incorrect	ESOL:	94.4% incorrect

27. I have go to the doctor today.

a. Correct b. is going c. will go

FT:		ST:	
English:	87.6% incorrect	English:	57.65% incorrect
ESOL:	66.98% incorrect	ESOL:	70.29% incorrect

30. Taken by surprise, I hit the back of the car.

a. Correct b. hits c. be hitting

FT:		ST:	
English:	70.3% incorrect	English:	62.5% incorrect
ESOL:	64.64% incorrect	ESOL:	70.29% incorrect

31. She soon watches television.

a. Correct b. is watching c. will watch

FT:		ST:	
English:	69.56% incorrect	English:	65.5% incorrect
ESOL:	67.34% incorrect	ESOL:	64.0% incorrect

32. Before the price increased, we always buy imported coffee.

a. Correct b. bought c. have bought

FT:		ST:	
English:	63.7% incorrect	English:	66.3% incorrect
ESOL:	65.6% incorrect	ESOL:	65.2% incorrect

29. Running into the office, I be seen the instructor grading my paper.

a. Correct b. seen c. saw

FT:		ST:	
English:	71.9% incorrect	English:	62.28% incorrect
ESOL:	66.0% incorrect	ESOL:	61.4% incorrect

Table 10

Percentages of incorrect answers for English and ESOL (second test: verb tense problems)

Continuous Tense Problems

English	ESOL
14. 92.9% incorrect	14. 94.4% incorrect

Present Perfect Tense Problems

English	ESOL
9. 99.1% incorrect	9. 85.4% incorrect

Simple Past Tense Problems

English	ESOL
30. 62.5% incorrect	30. 70.2% incorrect
32. 66.3% incorrect	32. 65.2% incorrect

Future Tense Problems

English	ESOL
27. 57.64% incorrect	27. 69.9% incorrect
31. 65.5% incorrect	31. 64.0% incorrect

Modal Problem

English	ESOL
12. 56.6% incorrect	12. 73.9% incorrect

Table 11

Percentages for problems which the English group answered correctly and the ESOL group did not the second time the test was taken (FT=first time, ST=second time)

1. Be you the instructor?

a. Correct	b. Is	c. Are
FT:		ST:
English:	85.8% incorrect	English: 41.4% incorrect
ESOL:	95.0% incorrect	ESOL: 51.0% incorrect

6. I be a student.

a. Correct	b. am	c. is
FT:		ST:
English:	87.6% incorrect	English: 19.5% incorrect
ESOL:	93.39% incorrect	ESOL: 64.3% incorrect

15. Swimming are fun.

a. Correct	b. is	c. is being
FT:		ST:
English:	23.0% incorrect	English: 12.3% incorrect
ESOL:	98.1% incorrect	ESOL: 53.7% incorrect (52.8% chose answer c.)

Table 12

Percentages for problems which the ESOL group answered correctly and the English group did not the second time the test was given (FT=first time, ST=second time)

5. We walking to school in the morning.

a. Correct b. is walking c. walk

FT:		ST:	
English:	98.2% incorrect	English:	80.5% incorrect
ESOL:	98.1% incorrect	ESOL:	17.9% incorrect

16. I has received a letter from home.

a. Correct b. have c. will

FT:		ST:	
English:	67.2% incorrect	English:	64.5% incorrect
ESOL:	66.0% incorrect	ESOL:	30.0% incorrect

25. Will you bringing the book to class?

a. Correct b. to bring c. bring

FT:		ST:	
English:	61.9% incorrect	English:	51.85% incorrect
ESOL:	50.47% incorrect	ESOL:	12.26% incorrect

4. She do a beautiful girl.

a. Correct b. is c. be

FT:		ST:	
English:	90.17% incorrect	English:	53.0% incorrect
ESOL:	96.0% incorrect	ESOL:	34.9% incorrect

17. I is going to the airport.

a. Correct b. have c. am

FT:		ST:	
English:	82.75% incorrect	English:	52.6% incorrect
ESOL:	54.36% incorrect	ESOL:	23.5% incorrect

Table 13

Summary of errors of English and ESOL groups (second test). Number of incorrect problems in relation to total number of that type of problem on test.

English		ESOL	
1. Subject-verb agreement	1/8	1. Subject-verb agreement	1/8
2. Verb Choice	1/3	2. Verb Choice	0/3
3. Unconjugated forms	1/4	3. Unconjugated forms	3/4
4. Verb Tense:		4. Verb Tense:	
Continuous tenses	1/5	Continuous tenses	1/5
Simple past tense	2/5	Simple past tense	2/5
Future tense	3/3	Future tense	2/3
Present perfect tense	2/2	Present perfect tense	1/2
Simple present tense	1/1	Modal "can"	1/1
Modal "can"	1/1		

Total number of problems on the test: 32

Total number of errors (English): 13

Total number of errors (ESOL): 11

Table 14

Comparison of number of errors between the first and second times the test was taken by the English and ESOL groups (FT=first time, ST=second time)

Subject-verb agreement

ENGLISH		ESOL	
FT	ST	FT	ST
7	1	6	1

Verb Choice

ENGLISH		ESOL	
FT	ST	FT	ST
2	1	2	0

Unconjugated Forms

ENGLISH		ESOL	
FT-	ST	FT	ST
4	1	4	3

Verb Tense

ENGLISH		ESOL	
FT	ST	FT	ST
Continuous tenses:			
3	1	5	1
Simple past tense:			
4	2	4	2
Future tense:			
3	3	3	2
Present perfect tense:			
2	2	2	1
Modal "can":			
0	1	1	1
Simple present tense:			
1	1	1	0